XI

SEMINARY LIBRARIES

AND

UNIVERSITY EXTENSION

JOHNS HOPKINS UNIVERSITY STUDIES
IN
HISTORICAL AND POLITICAL SCIENCE

HERBERT B. ADAMS, Editor

History is past Politics and Politics present History — *Freeman*

FIFTH SERIES

XI

SEMINARY LIBRARIES
AND
UNIVERSITY EXTENSION

By HERBERT B. ADAMS

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SEMINARY LIBRARIES
AND
UNIVERSITY EXTENSION.[1]

I.

Seminary Libraries in Germany.

The Historical *Seminarium* is a German Institution. It first came into prominence about fifty years ago, under the direction of Leopold von Ranke[2] at the University of Berlin. Ranke's own training at Leipzig had been chiefly philological, and he transferred the seminary method from philology to history. It had long been customary to train philological students by practical exercises in the critical interpretation of classical authors. The discussions were always carried on in Latin. The practice was simply an adaptation of old scholastic methods of disputation to new uses. In seminary priests and in the schools of the Jesuits we have "survivals" of the

[1] This paper on "Seminary Libraries" was written at the request of a committee of the American Library Association, and was presented at their annual meeting held September 6–9, 1887, upon one of the Thousand Islands. By consent of the editor of the Proceedings of the Association, the paper is published in this number of the University Studies, in connection with kindred articles on "The Work of Libraries" and "University Extension."

[2] See article by the writer on "Leopold von Ranke," published by the American Academy of Arts and Sciences. 1887, Vol. XXII, part II.

ancient system of practical training out of which our modern seminary methods have evolved.

Ranke called his seminary work historical exercises (*exercitationes historicæ*). They were simply private conferences between the professor and a little group of advanced students for the critical study of the sources of mediæval history in the professor's own library. There, with the apparatus of historical learning close at hand, Ranke trained the future historians of Germany to exact methods of analyzing sources and determining facts. It was at this period that George Pertz was editing and publishing the original texts of German mediæval history—the *Monumenta Germaniæ Historica*—and it was the proper use of these texts which Ranke taught his students. He showed them how to compare one authority with another, to weigh evidence, and to balance it by critical judgment. It was in Ranke's seminary that men like George Waitz and William Giesebrecht learned how to collect from many scattered sources all the facts and authorities belonging to the history of the Saxon dynasty of the old German Empire and to arrange them chronologically in Year Books. Thus, in Ranke's private library, German history began to be reconstructed. Thus to modern fields of inquiry was transferred that critical method of textual study which Ranke had learned from the writings of Niebuhr and from the classical philologists of Leipzig. This method was extended by Ranke's pupils throughout all Germany. The writer is assured by Dr. Jastrow, one of Ranke's students, that there is to-day not a single professor of history at a German university who is not, directly or indirectly, a product of the Ranke school. His ideas have penetrated other lands—Switzerland, Italy, France, Belgium, England, and are now represented in American colleges and universities.

Seminary libraries in Germany are usually the professor's own collection, reinforced by such drafts upon the University library as seminary students are allowed to make. It is the custom in some German universities—notably in Berlin, as

the writer well remembers—for professors whose courses a student follows to become surety for him in the drawing of books. Under professorial direction students find their own way in the university library to the proper sources of information upon the subject under discussion in the seminary or in lecture courses. Sometimes special problems are given by the professor for student solution by private study and for report at a future seminary meeting. There the student appears, fortified by books and documents borrowed from the university library, and prepared with his brief of points and citations, like a lawyer about to plead a case in the court-room. Usually the members of a seminary take their weekly turn in the presentation and solution of some historical problem or in the elucidation of some historical text, of which all have a copy. Authorities are discussed; parallel sources of information are cited; old opinions are exploded; standard histories are riddled by criticism, and new views are established. This process of destruction and reconstruction requires considerable literary apparatus, and the professor's study-table is usually covered with many evidences of the battle of books. The dead and wounded are, however, quickly cleared away when refreshments appear upon the scene.

One of the pleasantest features of our seminary meetings in Heidelberg was the weekly display of new books, monographs, pamphlets, and other publications which were sent to our professor from his book-seller for examination by the students before and after the regular seminary exercises. In this way young men were made familiar with current historical literature. The professor's comments upon this or that author, his past or present work, were usually very instructive. Such conversation was an agreeable dessert after a somewhat jejune meal of mediæval Latin. Ideas were exchanged by the students upon books which they had already read or examined. Useful suggestions were thrown out by the professor in a kindly, helpful way, and the symposium usually broke up in a very cheerful state of mind,

notwithstanding the sharp tilts and hard hits which some members had received in the course of the evening. Seminary work does not consist altogether in looking at new books. The real business is the mock fight of one man against all the rest, including the professor. To be sure, that one man has been permitted to arm and strengthen himself in every possible way in the arsenal of science, the university library; but usually somebody finds a weak spot in his armor.

While the private library of a professor continues to be a favorite place for seminary meetings in all German universities, it has been found expedient in some cases, where the seminary membership is large, to secure a special room at the university or near the university library. The increased demands upon the latter, the delay and difficulty incident to the procuring of books for seminary use from an inadequate supply, has led to the institution of small working collections for the special and exclusive benefit of a particular seminary. These select libraries are supported by private subscription, special endowment, or definite appropriation from year to year. There is always a professorial director who has authority, within certain economic limits, to order books for his seminary. The room and library are placed in the charge of an advanced and trustworthy student, sometimes the senior member who is regarded as the professor's deputy, and is a man having authority over other members, some of whom serve as willing proxies. The library is managed upon principles of comity and general accommodation. It is a kind of literary club-room. Each member has a key to the room and comes and goes when he pleases. He has a private desk, or a drawer in the seminary table, where he keeps his notes, papers, and writing materials. The room is accessible at all hours during the day and evening, and is usually an attractive place for quiet, uninterrupted work. A well-lighted, well-equipped, comfortable place for study and research is a boon highly appreciated by the average German student,

whose domestic accommodations and private library are usually inferior.

The best of these seminary libraries are in Bonn, Leipzig, and Berlin; but the smaller universities have them also. In Heidelberg there was, in the writer's student days, a seminary-library of political economy, which served an excellent purpose in supplying earnest workers with the necessary tools and a work-shop, at a time when the university library was entirely unequal to student demand for economic literature. Seminary work has proved so valuable in Germany that both the state and the imperial governments have recognized and encouraged it in substantial ways. Probably the best equipped seminary in the world is that founded by Dr. Engel in connection with the Statistical Bureau at Berlin. It has a superb special library of historical, political, social and economic literature, with all the most important periodicals in this line from various countries. One of the duties of seminary members is to report upon the contents of these periodicals. Some of the best special work in modern German political science has been done in connection with this statistical seminary, which is supported by the Prussian government. Membership is limited to university graduates of advanced standing. The seminary is really a government school, or civil academy, which trains educated men for the highest branches of the civil service, and for special inquiries connected with the census of the German states and of the German empire. There is a general director of the seminary, who also has charge of the Statistical Bureau, and he secures the best talent from the Berlin university to lecture to his seminary students, whom he guides practically into lines of scientific inquiry useful to the State, or to society at large.

II.

Seminary Libraries in America.[1]

The evolution of the seminary and of seminary libraries in America proceeded from ideas brought home by American students from German universities. One of the first forms of development was that in the University of Michigan, where, as early as 1869, Professor Charles Kendall Adams instituted a special class for the study of English Constitutional History, with reference to the original sources of information as well as to standard literature. He published a useful pamphlet, entitled "Notes on the Constitutional History of England," with general topics and suggestions for the guidance of his students in their use of the university library. Although there is no published evidence of original work at the University of Michigan in the English field of historical research, yet this early form of American seminary training, upon large and conventional topics, served a most important purpose and led the way to excellent original work in the American field, notably to Dr. George W. Knight's scholarly paper on the "History and Management of Federal Land Grants for Education in the Northwest Territory," published by the American Historical Association in 1885; and to Miss Lucy M. Salmon's "History of the Appointing Power of the President," which has been pronounced by Mr. George William Curtis to be the most valuable contribution to the historical literature of Civil Service Reform since the work of Dorman B. Eaton on the Civil Service of Great Britain. Miss Salmon's monograph was published by the American Historical Association in

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[1] The relation of American seminary libraries to department work in history is shown in greater detail in a special report on "The Study of History in American Colleges and Universities," pp. 300, made by the writer to the Bureau of Education, and printed as Circular of Information No. 2, 1887. Pictorial illustrations of seminary libraries are there given.

1886. It must be gratifying to the founder of the seminary method in the University of Michigan that Dr. Knight has carried the seminary idea to the State University of Ohio, where he has given a fresh impulse to the history of the northwest, and where he has become the chief editor of the Ohio Archæological and Historical Quarterly; and that Miss Salmon has been appointed professor of history in Vassar College, where she will doubtless promote original research among young women.

The Historical Seminary of the University of Michigan was for many years dependent upon the inadequate resources of the general library; but at last Professor Adams secured the gift of $4,300 to be expended under his direction for the benefit of the historical department, upon the easy condition of not publishing the name of the giver. By the aid of this subsidy it became possible to supply the seminary with a suitable literary outfit. Counsel was taken with specialists in England and, by their coöperation, a valuable collection of books and documents was procured, suitable for an original study not only of English institutions, but also of municipal government in various European countries. When plans were drawn for the new library building of the University of Michigan, provision was made for the accommodation of the Historical Seminary. Special rooms were reserved in one of the two main wings and there its meetings are now held, in close proximity to a fire-proof book-room, from which literary supplies are brought for seminary use. A portion of the seminary library is kept in the seminary rooms for easy consultation; but the rarer works and books that are not in constant demand, are kept in the fire-proof, central repository. The seminary is supplied with numerous tables and with all the necessary appliances for the encouragement of quiet, individual work.

From the University of Michigan the seminary method has been transplanted to Cornell University by Professor Moses Coit Tyler, who now directs a flourishing seminary of Ameri-

can history, and by President Charles Kendall Adams, who continues, in association with Professor Herbert Tuttle, to encourage original historical research. The writer has taken occasion to visit the seminary-rooms of these teachers. He found Professor Tyler's seminary furnished with excellent apparatus for historical instruction, maps, diagrams, etc., and communicating directly with his own private library, from which books can be easily taken. President Adams' and Professor Tuttle's seminary is in immediate connection with the main library of the university. A long, high room, well-filled with books of reference and documentary sources of English history, is supplied with a long table, and, around this, special students assemble from week to week for the discussion of original papers. Members of the seminary have access to this room every day during library hours and pursue their investigations in greater quiet and seclusion than would be possible in the main hall of the university library. The present librarians are highly favorable to the seminary method of work and coöperate with both students and instructors in every possible way. It is understood that in the new library building of Cornell University ample provision will be made for seminary rooms, which shall have all the advantage of privacy, and at the same time convenient connection with the central collection of books. This is the ideal arrangement. It is also understood that Ex-President White's historical library, lately presented to the University, will constitute the literary environment of an historical seminary.

At Harvard University the evolution of the seminary idea began very early, although no use appears to have been made of the seminary name. In the year 1870 Henry Adams was appointed Assistant Professor of History, and he led his students into the novel field of mediæval institutional history. Following for a time in the steps of Von Maurer and of Sir Henry Maine, for the purpose of training himself and his classes, he soon struck into the independent field of Anglo-Saxon Law, with a little company of advanced students,

namely, Henry Cabot Lodge, Ernest Young, and J. Laurence Laughlin, all of whom have since acquired individual reputation as instructors in Harvard University and in other ways. The first fruits of original historical study at Cambridge were published in a volume bearing the title of "Essays in Anglo-Saxon Law," Boston, 1876. The work was republished in England, and is regarded as a substantial contribution to historical jurisprudence. To the best of the writer's knowledge it was the first original historical work ever accomplished by American university students working in a systematic and thoroughly scientific way under proper direction.

In the alcoves of the Harvard University Library there has been quietly developing for several years a system of book-reservations for particular instructors and their classes. A stranger walking through the main hall of the old library building will be struck by the great number of special collections or groups of books, bearing the names of individual members of the faculty, as though each one had pre-empted an alcove for his own benefit. A closer examination will show that these are all artificial and temporary groupings of a few dozen books for a particular pedagogical purpose. They have been taken from the main collection, or book stack, and placed here in the alcoves of the general reading-room for the accommodation of students who are pursuing elective courses in history or literature. These books may be used on the premises at tables provided for the purpose, or they may be taken out over night or over Sunday, under special rules. Upon reflection it occurs to a student of institutions that here is a system of seminaries in process of evolution. Each instructor with his elective class represents a university leader with a scientific *comitatus*. Just now their place of muster and training is a university class-room, quite remote from their armory, which is the university library. One of these days, perhaps, they will meet and drill in the armory itself, if that shall be duly enlarged; or else, perhaps, they will carry off the equipment to their own camp, and leave the management

to supply losses by means of duplicates. At any rate, the Harvard University Library has every internal appearance of being able to swarm into a dozen or more seminary libraries on very slight provocation.

If book reservations in the alcoves are fostering the seminary idea at Harvard, certain experiments in the book-stack and vicinity have evolved the seminary itself. Some years ago, Professor Emerton, who now occupies the chair of Church History, was allowed by Mr. Winsor to hold historical conferences with a few advanced students in a small room in close proximity to the main collection of books, the so-called "stack." Thus the historical resources of the entire library were made immediately available for reference or special use upon the premises. Access to the shelves of a great collection of books is an inestimable boon to both teachers and students who are blazing their way through some forest of original research. It is easy to say that a man will not see the forest on account of the trees, if he is turned loose in a vast library wilderness. It is, however, as easy to reply that a student does not care to gaze at the whole forest for a permanent occupation; he wants to become a good woodman, and to learn to find his way through every wood and thicket. That is what Professor Emerton and his students learned to do in their original studies of mediæval history. Through the great and tangled mass of literature pertaining to their subject they cut vistas of interest, light, and usefulness to historical science. The same kind of work has been done during the past year or two in the field of American history by Dr. Edward Channing, who encamps weekly with his woodcutters in a corner of the book-stack itself. The good work which they have done indicates that it is worth the while of every enlightened library management to permit vigorous young men to enter their choicest reservations and to bring forth what the great historian Ranke called "timber." Such is the very stuff out of which history is made.

At Yale University Professor Dexter has instituted book

reservations in the alcoves of the general library. A special collection of books for the use of his classes in History has been made and set apart by Professor Arthur M. Wheeler. This is the end to which the whole matter must come; for, with the growing number of students and lecture-courses requiring private reading or original research on the part of students, there will be no possibility of the university or college library supplying all the literary demands made upon it. Each instructor will need to have his own class-equipment of books, his own literary laboratory, as truly as every professor of natural science has his own special apparatus. It is not possible to specialize permanently and completely the main library in the interest of particular departments of humanistic culture, for these overlap and dovetail into one another in such a way that reservations for one class of men interfere with the rights and interests of another class.

At Columbia College there is an interesting and suggestive phase of library-coöperation with the seminary method of work, which is becoming more and more prominent at that institution. There is a special librarian of the historical and political sciences, who gives an annual course of lectures upon the bibliography of his department to members of the School of Political Science, thus teaching students the ways and means of inquiry in their particular field. This librarian is stationed at the entrance to the political science section of the main library, and there serves as an efficient mediator between men and books. Like the person whose duty it is in our great railway stations to answer the questions of perplexed travellers, Mr. George H. Baker, in the Columbia College Library, informs every inquirer where to go for what he wants. In the next place, all special works in political science have been grouped in one large room, which, with its private desks and conveniences for individual research, serves alike all classes and seminaries connected with the department of historical and political science, although seminary meetings are held elsewhere. It has been clearly recognized by the

trustees of Columbia College that a well classified, well administered library is the corner-stone of the new School of Political Science and of the coming University. Such should be the foundation of every department of sound learning. Professors change; students come and go; but the library remains and upholds forever the best work of every individual builder and the whole superstructure of Science.

Various experiments have been tried by the historical department of the Johns Hopkins University in the way of associating seminary work with a good library environment. In 1876, immediately upon the opening of the institution, an attempt was made to associate a Seminary of American History with the Library of the Maryland Historical Society, which has a remarkably fine collection of public documents, and is fairly supplied with Americana. The experiment of a weekly meeting of advanced students around a long table, in one of the rooms of the Society, was continued for three years with gratifying success. But the distance of the place from the University, the weakness of the Historical Society Library in European history, and a broadening of department plans for historical study, caused a change of base to the Library of the Peabody Institute, where in a small lecture-room, around a long table, students met their instructor from week to week for a study of the sources of English constitutional history, for which the Peabody Library was well equipped. Books were brought in for use during the session of the seminary, and then they were put upon a reservation in the large reading-room of the main library for further consultation during the week. This was a combination of the Harvard ideas of book-reservations and of a seminary-room adjoining a great library; and a very good combination it proved to be.

Circumstances, however, such as the acquisition of the Bluntschli library and a working collection of books and documents, forced the seminary to a second change of base, and this time back to the University and into a suite of nine rooms vacated by the biological department upon removal to

its new laboratory. The influence of the newly acquired environment had, perhaps, some effect upon the development of the historical seminary. It began to cultivate more and more the laboratory method of work and to treat its book collections as materials for laboratory use. The old tables which had once been used for the dissection of cats and turtles were planed down, covered with green baize, and converted into desks for the dissection of government documents and other materials for American institutional history. Instead of cupboards for microscopes, instruments, and apparatus —instead of show-cases for bottled snakes and monkey-skeletons, the visitor now beholds book-cases full of books, pamphlets, manuscripts and coins under glass, a growing museum of prehistoric, Egyptian, and classical art. These collections are frequently used for purposes of historical illustration. The idea that the sources of history are more extensive than all literature, begins to dawn upon the student as he explores the environment of this seminary-library which is also a seminary-museum.

All seminary libraries should be working collections, duplicating if necessary works already owned by the university. Duplication, which is the horror of some librarians, is one of the advantages of the seminary system when fully carried out; it doubles, trebles, or quadruples scientific resources in a particular field and masses them with overwhelming power upon a definite scientific object. In every working collection of books the principal authorities are brought together as in a focus, and it is through this seminary-focus that the strength of the main university library first becomes thoroughly specialized and able to concentrate itself, if required, upon one point. Seminary libraries should be the arms of the library body, organs of strength in themselves but depending upon and constantly invigorated by vital forces proceeding from the central trunk. It is not enough that a great library should be able to deliver on call a single book. *Parturiunt montes, ridiculus mus* seems to be the ideal of delivery in some insti-

tutions. That ideal is good so far as it goes. It is a good thing to be able to find the needle in the haystack; but it is a much finer thing to be able to gather quickly all the needle-guns from a great armory and equip a band of trained men instantly with all that they need for the advancement of science.

There are libraries in the world that are grand, solemn, and stately, like the Egyptian pyramids, and in some cases quite as inaccessible. Some libraries have, indeed, their Grand Galleries and their King's Chamber, but the great mass of books is impenetrable; its treasures are unknown. The enormous size and dead weight of many famous library collections stand in the way of their practical usefulness. They are an unwieldy bulk, monumental and impressive. The student is awe-struck by the very approaches to these wonderful and mysterious structures. The writer remembers seeing in a great library in Europe a sphinx-like, double row of great folio catalogues, filling a large room which was the literary avenue leading to a city of the dead. To decipher the paper labels distributed through those ponderous tomes was like making one's dusty way through Egyptian tombs and attempting to read the writing on the walls or on mummy cases. The writer speaks feelingly as well as symbolically upon this subject, for he has experienced the practical difficulties of using to good advantage certain European libraries. He is confident that the practical, administrative skill of American librarians can work out better things for the benefit of American students than the antiquated arts and clumsy devices of the old world have accomplished. Pyramids and cathedrals, and the libraries which resemble them, may stand forever. No one wishes to see historic monuments destroyed. But such monumental methods of building are not to be imitated in the twentieth century. In this country we shall construct neither Mausoleums nor Ramseums, but palaces for the instruction and delight of the people and of their sons and daughters. We shall build and rebuild our public schools, libraries, and universities, until the whole building, fitly framed together, groweth into a holy and living temple.

III.

Seminary Libraries for the People.

My plea to American librarians is to popularize the seminary method. Set apart special rooms where classes and clubs can meet under competent direction for the special use of books. Convert your library into a popular laboratory. This idea has been evolved in various localities, notably in Worcester under the able management of Mr. S. S. Green, and in Providence under the efficient guidance of Mr. W. E. Foster, who have brought the school systems of their respective cities into organic connection with the public library. Mr. Green's original idea has found cordial recognition and active propaganda through the American Librarians' Association. The thought of higher education for the people through libraries, which are the highest of high schools, is in the air and sooner or later it will find a lodgment in all our great towns and cities. It is not enough to connect public libraries with the work of public schools. You must connect your institutions with the educational wants of the people. There should be in every great community organized instruction, through public libraries, for the graduates of public schools, for persons past the school age, for mechanics and the working classes in general. Desultory reading and individual use of the public library are not sufficient. There must be methodic and continuous work under proper guidance. There must be concentration of energy on the part of both readers and managers in our public libraries. The way to accomplish this desirable end is to institute:

1. *Library courses* of instructive lectures upon social science, political economy, modern literature, and modern history. The day of popular *Lyceum lectures*, or the variety show of literary fire-works, has gone by. Continuity of instruction rather than varied entertainment is what our people need

to-day. Short courses of twelve lectures, one lecture a week, given in a simple, conversational style, with a printed syllabus of topics and definite references to authorities in the public library, are the kind we want. The course should be paid for by subscriptions from public spirited men and women. Boys and girls should be sent around to sell course-tickets to workingmen and women at as cheap a rate as possible. One-half of the lecture-fund should come from capital or philanthropy; the other half, from labor or sales.

2. *Class courses* for the discussion of the lectures. In every popular audience there is a "saving remnant" of earnest hearers who would be glad to learn more of the subject. The lecturer should gather this student-element into a weekly class, or conference, before or after each lecture, to review previous work. Questions should be asked and answered on the part of both students and teacher. Topics for investigation and report should be assigned to individuals, who should be referred to the proper authorities in the public library. The latter should make temporary reservations of books to meet the demands of the class and should not hesitate to institute duplicate collections, if justified by the demand. The temporary grouping of a few standard authorities upon one of the reading-room tables, or in the class-room, if that is near the main library, will have an excellent effect in stimulating interest and enquiry.

Public librarians are the men to institute this higher education among the people by organizing instruction. They can enlist any amount of coöperation in a progressive community. They can call a caucus of teachers, ministers, intelligent citizens, young men and maidens, and unite all the best forces of society in something higher than sect or party. An active librarian, or his assistant, with a good working committee of young people, can manage this higher educational enterprise, which should have the patronage of the mayor or some leading man in the community. The lecturers should be obtained from the best local talent or from the nearest college or university-centre of supply, after the manner of the "Uni-

versity Extension"[1] system which has been so wonderfully successful in England. At trifling expense university education has been carried into many of the great towns and district-unions of the mother country. University Extension tends to break down antagonism between the classes and the masses and to harmonize the highest interests of capital and labor. It substitutes intelligence for ignorant agitation and induces a better understanding of social questions. If a local demand should arise for systematic instruction by lectures, our American colleges and universities would soon rise to the needs of the situation and would train their best graduates for precisely this kind of work. In the meantime, communities must help themselves through their public libraries and the best local talent that may be available. Some day university culture will be brought into all the great towns of this republic without bricks and mortar. Monastic walls are not essential to the People's University. Its faculty will be drawn from all parts of the country and its seminary libraries will be as numerous as are the towns of men.

[1] The English system of University Extension is more fully described by the writer in a subsequent special paper.

THE WORK OF LIBRARIES.[1]

At a recent meeting of the American Library Association, upon one of the Thousand Islands, an idea was suggested which met with the hearty approval of many competent managers of libraries. The idea will be speedily acted upon by the Worcester public library, which is one of the best administered in all New England and which has done most of all in mediating between good literature and the public schools. The librarian of that new and model library building in the city of Buffalo proposes also to act upon the suggestion, and it is looked upon with great favor by the librarian and trustees of the recent $3,000,000 Newberry foundation in Chicago. These facts will perhaps justify me, a disinterested friend and no longer a resident of Northampton, in recommending the project to the consideration of intelligent citizens

[1] The above article, written by request for a local exposition and a local application of the idea of seminary-libraries and class-courses for the people, was printed in the *Springfield Daily Republican*, September 26, 1887. Its republication in connection with the original paper, presented to the American Librarians, may serve a practical purpose in other localities than Northampton and New England Towns. Indeed, the above article has already been partly reprinted in Buffalo and Chicago in the interest of library-work. The experiment of a library-course of instruction for the people is to be tried in Buffalo this very winter. The chosen subject is *The Relation of Capital and Labor*. The course will occupy twelve weeks, with one public lecture and one class exercise for discussion each week. The sum of $300 has been guaranteed by subscription and a competent teacher has been secured, who will devote his entire time for twelve weeks to the direction of the course and to an efficient use of the public library

through the columns of *The Republican* which has already made some allusion to my recent address to the librarians. The Forbes library offers such a superb vantage-ground for planting a new idea that my zeal as a propagandist has been easily excited by inquiries from one or two of your readers.

My idea in brief is this: every great public library should become, in its own local field, a people's university, the highest of high schools in the community. It should be the roof and crown of organized public instruction not only for existing schools, but also for the graduates of schools, for studious persons already past the school age, whether in the higher or the lower walks of life. There is a most extraordinary movement in England called "university extension." It means the extension of university instruction, in popular form by lecturers from the great university centres of Oxford and Cambridge, throughout the great towns and manufacturing districts of England. Educated young Englishmen are beginning to realize what Lord Bacon long ago said, that "learning for man's self is, in many branches thereof, a depraved thing." In response to local demands for systematic instruction in political economy, social science, English history, English politics, etc., university men are now going forth from their academic cloisters to meet the social wants of their time. During the last ten years the University of Cambridge alone

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on the part of his class. This novel experiment will be watched with great interest. Its novelty consists in the conversion of the economic section of the library into a public seminary or popular laboratory, for definite, progressive, continuous instruction under a teacher employed by a local library association of subscription members for a particular course. Continuity of instruction and an economic interest in the course on the part of every hearer distinguish the experiment from the antiquated lyceum-course or literary variety show, and from the modern free entertainment or mental soup-kitchen. In Buffalo the effort is made to have every attendant upon the public course pay $1.50 for the twelve lectures; and every attendant upon lectures and the class for discussion to pay $2.50 for the double privilege. The deficit of labor, or self-help, in this enterprise will be met by a subscription-fund from capital.

has supplied 600 popular lecture courses and reached 60,000 Englishmen. Antagonism between the classes and the masses has been broken down. Capital and labor have joined hands for the elevation of society. The attention of entire communities has been directed to the burning questions of our time. Public reading, instead of being frivolous and desultory, has been led into profitable fields. Intellectual energy has been concentrated upon particular subjects for sufficient time to create some mental and moral impression. Now, my notion is that these same results can be accomplished in America through the agency of our great public libraries, by utilizing the highest educational forces within their reach.

In order to organize and shape instruction for the people in a large community like Northampton, various things are needed. First, an educated librarian of the modern type. The administration of libraries has become a distinct profession, requiring special training of the highest order. The idea that a broken-down or feeble-minded person can manage a great library containing the wisdom of all the world has pretty generally died out. A man or woman is needed who has been educated for the profession of librarian as a lawyer is educated for the law, or as a physician is educated for his practice, although the liberal professions are sometimes poor models for the training of specialists.

Second, under the direction of a competent librarian, library lectures should be instituted in courses of twelve plain talks, one each week, upon one great subject, like labor and capital, social problems, history of the nineteenth century, etc. Continuity of ideas and plainness of speech should be cultivated. The old-fashioned lyceum course on heterogeneous topics was a distracting variety-show, and is a thing of the past. Public interest should be awakened and held to particular themes of some moment to society.

Third, class courses. In every popular audience there is always a "saving remnant" of earnest students, although they may never have graduated from college or even from

a high school. Such persons, whether clerks or mechanics or cultivated book-worms, whether male or female, in society or out, should be gathered by a person of tact and sense into a class-course for a discussion of the previous lecture and for guidance in private reading. Topics should be suggested for individual study and report to the class. Printed references to standard authorities in the public library should accompany the printed syllabus of the public lectures. Book reservations corresponding to this list should be set apart for consultation upon a reading-room table.

Fourth, a lecturer or instructor should be engaged for the library and class course. When one course is ended another should be organized, with a new man. Competent specialists can be secured from the nearest college or university, and they should be paid, not only for their expenses, but $10 or $20 for each lecture. The local rate for sermons would be a fair basis for the lecture tariff. It is an imposition to ask scientific men to lecture for nothing. Moreover, free lectures have more or less pauperized intellectually every community. They are almost as bad in their way as Roman circuses or free lunches. No dead-heads should be the rule in all higher education. Free scholarships, premiums on poverty, something for nothing, will be the ruin of students if a halt is not called. Of course, all education is more or less a charity, but the economic element should not be wholly eliminated. Some quid pro quo should be given for teaching as for preaching. In England one-half of the expense for university extension lectures is usually defrayed by the sale of tickets by canvass among the people. The other half comes from the subscriptions of public-spirited citizens. The more generous the subscription, the cheaper the tickets and the greater the sale.

The practical conclusion of these suggestions is that the trustees of the Forbes library ought to arrange, in their plans for its construction for (1) a small lecture hall, seating perhaps 300 people. A small hall is preferable for higher educational purposes. People want to come when the company is neces-

sarily limited. (2) A class-room capable of accommodating fifty students, all seated around tables in banquet-fashion, for a conversational discussion of lectures, for the examination of books and specimens, etc. Such a room would serve many literary and educational purposes in a community like Northampton. The new library at Buffalo, which is admirably described by its efficient librarian, Mr. J. N. Larned, in an illustrated volume, has provided for a lecture-room and a class-room; and Dr. W. F. Poole, of Chicago, is considering the same project for the great Newberry library.

One point more. The good people of Northampton have upon the heights of their growing city a beautiful college, with an excellent corps of professors, trained in all the arts and sciences, and with a great variety of educational apparatus, which might easily be conveyed a short distance for the illustration of popular evening lectures. Here, upon the heights of learning is an unfailing source of intellectual supply for the intellectual demands of the people of Northampton. Here is a fountain of inspiration for a people's university. Here Smith college and the Forbes library ought to stand side by side as the Erechtheum and the Parthenon stood upon the acropolis of Athens. The temples of Minerva should have elevation, light, and beauty. The "still air of delightful studies" will be as agreeable for a people's university as for a woman's college. Seclusion from the noisy street, room for the expansion of a great institution, which is to broaden and deepen its popular foundations through the coming centuries, are important considerations for all the friends of sound learning in the progressive town of Northampton.

UNIVERSITY EXTENSION IN ENGLAND.[1]

There is a remarkable movement in England towards the higher education of the people. Education like government is broadening its foundations. Common schools have long been recognized as pillars of free government, but the extension of higher education by the classes to the masses is a striking phenomenon in aristocratic England. It is like the extension of the franchise. The old-time exclusiveness of English universities is breaking down. From classic shades, from quadrangles shut in by ivy-mantled walls, vigorous young Englishmen have sallied forth to meet the world, manfully recognizing its need of higher education and carrying the banners of science into the great towns and into the manufacturing and mining districts of England. This novel movement is called University Extension. It has been in progress for more than ten years and there is now no question as to its popularity or success. The universities of Cambridge and Oxford, Victoria university (Owen's college), and the local colleges at Liverpool, Leeds, Birmingham, Bristol, Sheffield, Nottingham, Cardiff, and Bangor are all engaged in this democratic educational mission. The idea is taking hold of conservative Scotland, and it has already been put in practice

[1] This article has been published by "Ford's News," a newspaper syndicate, and appears in the Annual Report of the Commissioner of Education for 1885–86, pp. 748–49.

by the universities of Australia. Sooner or later we shall see the idea popularized in America.

To a practical mind the most interesting feature of this movement is its economic character. It is not altogether a missionary movement or an educational crusade. It has its business side. It is primarily a case of demand and supply. Representatives of labor and capital in England have awakened to the fact that universities are in possession of a useful commodity called higher education. Men begin to realize that a good knowledge of English history, political economy, social science, literature and the arts makes for the general improvement of society and the development of a better state of feeling among its members. The demand is not for common schools; these exist already; the recognized need is higher education for adult voters and persons past the school age, too busily engaged perhaps in other pursuits to permit of much continuous study, and yet able to devote some of their time to intellectual improvement. Grasping the situation and its possibilities, public spirited individuals have formed educational societies or associations in towns and parishes; they have affiliated with existing local institutions of an educational or social character, such as local colleges, institutes, literary and philosophical societies, church institutes, mechanics' institutes, etc. They have appointed active secretaries and sub-committees, always representing the ladies. Young people are secured for canvassers. Teachers and artisans, capital and labor are brought together. Without sectarian or political entanglements, the best forces of the community have been united in an educational object. The mayor or some public man is made the honorary head of the enterprise. Subscription-shares of five dollars are taken, some persons subscribing perhaps for several shares, others clubbing together for one share, but all having representation in the society. Course tickets and single tickets are sold at moderate rates. Upon such good economic foundations these educational societies have made their demands upon

the universities for local instruction by lectures in systematic courses.

The universities have met this demand by a supply of well-trained, enthusiastic young lecturers, who, for a reasonable compensation, are willing to give public courses in the towns and districts of England. The university men of Oxford and Cambridge are recognizing that culture should not be selfish. The new political economy has already struck deep root in the English universities. It is Humanism in a new form. Individualism the world needs, but selfishness is always odious. The Cambridge men go out from their comfortable cloisters to lecture to the people for a variety of individual considerations, —good will, ambition for distinction, public spirit, scientific propaganda, and a fee of $225 for a weekly course of twelve lectures. They agree to conduct a class each week for review or discussion of the previous lecture, and to correct voluntary exercises written at the student's own home upon set questions, requiring private reading. This involves laborious, painstaking work. The university appoints an examiner upon the term's work as marked out in the lecturer's printed syllabus of topics, which, by reason of its careful analysis, saves much labor in note-taking. The examination fee is ten dollars. Two sorts of certificates are given, "pass" and "with distinction." There is no further gradation of rank unless the local authorities offer prizes.

A term's work of twelve lectures and twelve class exercises is the unit of the university extension system. It costs altogether about $325, including the university-fee and incidentals. Enterprising towns quickly multiply their courses until they have a regular curriculum extending through three years in various groups, such as (1) literature and history; (2) natural science; (3) the fine arts. The courses in English history and political economy are very attractive. Persons who follow a three years' course in one of the above groups, embracing six term courses of twelve weeks, and two courses in one other group besides his chosen specialty, are allowed to be enrolled

as "Students affiliated to the University," provided they will pass an examination in the elements of the higher mathematics, in Latin, and in one other foreign language. Such persons may count their three years' of university extension study as the equivalent of one year's residence at the university and may complete there the course for the bachelor's degree in two years. Thus, without lowering academic standards, English universities are extending their privileges to the English people. This liberal policy has led to the establishment of student associations throughout England and to the most hearty support of the higher education and of educational institutions by the workingmen. The English universities are doing more than any other one force in England toward breaking down the antagonism between the rich and the poor. Arnold Toynbee, a martyr to his cause, and other Oxford graduates have carried this new gospel into the heart of East London, where Toynbee Hall, with its lecture-courses and class-rooms and industrial training was the forerunner of the People's Palace, opened by the Queen of England, May 14, 1887. A society for the extension of university training has been formed in London and is associated with the universities of London, Oxford, and Cambridge. Besides Toynbee Hall, at Whitechapel, East London, there are thirty or more local centres of educational operations in and about London. Each centre has its own secretary and local organization and local economy. If the local subscriptions and local sale of tickets are not adequate to meet expenses, the central society aids largely in meeting the deficit.

University extension in England will continue its noble work with increasing energy and success. Its advantages are too great to be abandoned. First, it is revolutionizing popular lectures. Instead of the old system of lyceum courses, which was a cheap variety show for evening entertainment, there is now continuity of interest and specialization upon a particular subject until the audience really knows something about it. Second, university extension brings the higher

education into provincial towns without the necessity of endowing colleges or multiplying universities. For a few hundred dollars each year, every town and district-union in England can have the university system brought to its very doors. Third, this system strengthens all local appliances for education, whether schools, colleges, institutes, libraries, museums, art-galleries, or literary societies. "It combines with everything and interferes with nothing."